



ONTARIO

DEPARTMENT OF EDUCATION

HISTORY

Courses of Study for

THE FOUR-YEAR PROGRAMME, ALL BRANCHES

Development of Modern Civilization—Grade 11

Elements of Economics—Grade 12

For Introduction in Grade 11 in September 1964

Course of Study in

HISTORY AND CIVICS FOR THE TWO-YEAR PROGRAMME

These courses are experimental in that they will be subject to review.
Suggestions for their improvement will be welcomed.

THE DEVELOPMENT OF MODERN CIVILIZATION

Four-Year Programme All Branches

Grade 11

1. OBJECTIVES

While no course of study will please all teachers, an attempt must be made to achieve a reasonable balance between the points of view of the historian and the political economist. A study of economics as a "history of industry" is, in its way, as undesirable as a "world history" that emphasizes political and constitutional aspects at the expense of the study of social, cultural and economic forces. Inevitably Europe dominates a story of the development of western civilization. Although some effort has been made to consider the emergence of Asiatic countries to world prominence, the entire continents of Africa, the Americas and Australia have, of necessity, been either slighted or omitted.

Although limited in scope, the course offers excellent opportunities for pupils to develop their powers of expression, both oral and written. They should be expected to prepare reports based on their reading of reference books and to present them in interesting ways, profitable to the class. The ability to read with discrimination is an essential part of the critical process. Every effort should be made to arouse the curiosity of the pupils if, for any reason, it has been dulled. Imagination, resourcefulness and keen interest in history are prerequisites in the teacher if the pupils are to have a sense of discovery in the course.

An awareness of the relevance of world history to the pupil's world may be disclosed to him by frequent references to contemporary events and a study of significant comparisons. Such problems in comparison as the following suggest themselves:

The survival of stone-age men into the present and the nature of their cultures.

The ways in which countries adapt to environment, as Phoenicia, Greece, Britain, Japan, Canada.

The reason for the development of democracy in Athens and a comparison with modern expressions of democracy.

The attitudes to colonies of Greece, Rome, Britain, Portugal, Holland, France, the United States.

The neolithic and the industrial revolutions.

The comparisons of agriculture, mediaeval manor, modern England, Saskatchewan, the big American corporation farm, the collective farm of the Russian experiment.

The craft guilds and the trade unions.

The factory systems from cottage industry, to production lines, to automation, including working conditions and social implications.

The state and individual liberty.

The men who have changed history or the forces that produced Great Men.

2. THE COURSE

suggested time
in weeks

3 Pre-Historic Man

Origins: the dawn of mind

The Neolithic Revolution: the beginnings of cultivation

Characteristics: culture and religion, making a living, division of labour, social organization, villages grow into towns, early trade routes

Primitive people to-day: in Canada and other countries

River Civilizations (the Indus, Yangtze, Nile and Mesopotamia)

Reasons for their development: towns into cities

Characteristics: cultures and religions, social organization, industry

Markets and trade routes: how nations adjust to environment or perish

Rise and decline: current theories and possible application to the contemporary scene

5 Hellenic Civilization

Mediterranean culture: Crete, Mycenae, the Dorians

City states: influence of geography, trade and the interplay of economics and politics, colonies

Sparta and Athens

Persia and the Greeks: a consideration of two great cultures (not merely the military conflict)

Alexander the Great

The Glory that was Greece: the arts, philosophy, science, mathematics, the idea of personal liberty, their enlightened religion; contributions

3 The Roman World

Roman origins: Carthage and Rome

The Republic: government, expansion and collapse

Julius Caesar

The Augustan Age

The Roman Empire

Contributions: the Grandeur that was Rome

Decline and fall: a study of a great empire with modern parallels, showing the changes resulting from the developing spirit of nationalism in parts of the empire, thereby exploding the myth of a "decline and fall".

weeks

2 Religions of the Near and Far East

A study of cultures:

Confucianism or Taoism

Hinduism

Buddhism

Judaism

Christianity

Islam

1 The Christian Church in Western Europe

Economic influence as seen in the feudalistic society of Western Europe

Domination of mediaeval culture

2 The Break-down of Feudal Society

Characteristics of feudalism, as seen in modern and ancient societies

Reasons for break-down of feudalism and its survival

The revival of trade

The rise of towns: money lenders, bills of exchange, crafts and guilds, international trade, banking

Mediaeval culture

2 The Renaissance

The intellectual revival in Europe

Arts and Sciences

1 The Reformation and the Counter-Reformation

Causes and significance

A study of Luther, Calvin, Loyola

2 The Rise of the Nation States and the Beginning of Wholesale Trade

Nationalism and absolutism

The metropolis and wholesale markets

Wholesale trade

Credit and the rise of banking: joint stock companies

Mercantilism and the regulation of trade

2 The Age of Reason and Science

Leading minds

A study of such men as Newton, Boyle, Leeuwenhoek, Hunter, Linnaeus, Hutton, Bayle, Voltaire, Rousseau

3 The French Revolution and Napoleon

Absolute monarchy

Causes and events of the revolution: influence of the Civil War in England and reference to later uprisings; the French Revolution studied as a prototype

Results in France and Europe

Napoleon

weeks

6 The Industrial Revolution

Especially in Britain with comparison to the Neolithic; changes in agriculture, industry, transportation and commerce; the Capitalistic system, the conditions that favoured the changes in Britain and delayed them elsewhere; the modern aspects of these revolutions

Liberalism

Nationalism

Imperialism

A study of these themes in Germany, Britain, France, Russia, the United States of America.

1 China and Japan

2 World Wars, Communism and Social Democracy

The forces that produced world conflict, depressions and international crises: a study of interdependence and the way some governments meet the problems.

ELEMENTS OF ECONOMICS

Four-Year Programme

All Branches

Grade 12

1. AIMS

Although the study of Economics cannot be illustrated by examples chosen from one particular country exclusively, the application of its principles may best be made through the consideration of the main features and problems of the Canadian economy. Even in Grade 12 it still seems wise to follow the rule of proceeding from the known to the unknown, from the particular to the general, rather than the practice of enunciating a theory and then searching for "proof". If pupils are permitted to come to their own conclusions after a consideration of a problem and then through reading and discussion put their opinions to the critical tests of classroom procedures, they may realize some of the values of the study of Economics.

Economics is not a set of hard and fast rules or business "laws" which can be memorized and applied at need. The Canadian economy is a social organization in which our political representatives at all levels of government make decisions that affect us directly. Many "laws", which once seemed as inevitable as taxes, now operate only within the limits imposed upon them by the state. The disagreements of economic experts lead all of us into perplexity at times. Political parties build their platforms with economic policies which the voter must try to comprehend. It is essential that each citizen have as clear an understanding as possible of the problems confronting him. The world has divided itself into warring camps, each torn by internal dissension over economic theories. The voter stands in need of help.

In the study of Economics the citizen has a self-interest as well as a patriotic duty. With so many conflicting theories clamouring for his approval, he should have some knowledge of the historical context within which these ideas took form. For the pupil in secondary school History seems to provide the best frame of reference.

2. THE COURSE

The following course suggests that the teacher may care to begin the Grade 12 year with a review of the last topic in the previous course of study--the basic problems of the last half-century. Many of these "world problems" have been studied in both Grade 10 and Grade 11. If the pupil has retained a lively interest in current events, he will already have formed opinions and prejudices and accumulated a surprisingly large fund of knowledge based upon the experience of his family. Economics is not a study of formulas or panaceas; it is a study through which the individual pupil learns to understand his own personal economic experience.

The pupil is a citizen who is within a year of entering the highly competitive business world. He should be ready to benefit from a study of the economic factors that governed Canada's development and that now determine prosperity or disaster. A knowledge of fundamental principles should assist him in effective daily living and in intelligent performance of his duties as a citizen. A review of civics seems essential that he may the better see Canada's governments at work.

The teacher may, of course, teach the topics in the order that seems most likely to create interest, arouse co-operation, encourage reading and discussion and develop sound judgment.

Economics must not be reduced to the level of a textbook subject, regulated by the study of a single text and supported by sheets of mimeographed questions to ensure daily exercises in paraphrase. Neither should the subject become a warmed-over hash of notes taken in a college classroom.

In addition to his own text the pupil should have the use of other approved texts, reference books, newspapers and periodicals. The Financial Post and bank "letters" are as desirable equipment in the classroom as The Canada Yearbook. Every community has well-informed people whose special knowledge and experience should be used for the advantage of the pupils. Visiting speakers can present the points of view of management and labour, of government and the business world. Industrial tours, panel discussions, films and film strips, extensive supplementary reading supported by the assignment of research topics for essays and oral reporting have been used successfully by resourceful, imaginative teachers, for many years, in the Vocational Classes. It is a matter for some satisfaction that so important and intellectually stimulating a subject should now be made available for more pupils in secondary school.

3. UNITS OF STUDY

1. A comparative study, including historical background, of economic organization under the systems of capitalism, fascism, socialism and communism; the economic factors determining the development of a country, including examples of "new" countries; the interdependence of countries and blocs; current problems facing Canada.
2. Governments in economic life: powers and responsibilities of federal, provincial and municipal governments, including the study of such a topic as education which concerns every individual and every level of government; representative and responsible government; the federal system; parliamentary system; the courts and civil rights; taxation in Canada, including the sources of public revenue, theories of taxation, direct and indirect taxation, Canada's tax system and the national debt.

3. Production: a review of Canada's important industries and transportation systems to illustrate the nature of modern production; the economic factors of production; large-scale production, its advantages and disadvantages; monopoly; organization of production enterprises--single proprietorship, partnership, corporation, co-operation, government enterprise.
4. Canada's national income: elements of distribution; rent, wages, interest and profits. (Studies of distribution in the case of individual firms can be made through examination of the annual reports of Canadian corporations.)
5. How Canadians consume and save: laws of consumption; unwise consumption; budgeting; buying for cash or on credit; saving and investing; savings accounts; life insurance and annuities; bonds; stocks; debentures; mutuals; real estate and real estate mortgages.
6. Exchange: the price system; the law of supply and demand; different ways in which prices are established; the use of index numbers.
7. The evolution of Canada's monetary system: card money in French Canada; Spanish, French and English currency; Canada adopts the decimal system; qualities of a good money system; functions of money; Canada's commercial banks and how they operate; the Bank of Canada; trust companies, finance companies and credit unions; the place of gold in our economy; inflation and the business cycle.
8. International trade and foreign exchange: Canada's import and export trade, including a study of world competition and the changing economic cultures of India, China, Japan, Australia, the U.S.S.R. and the African and South American countries, as well as European and Canadian-American markets; the tariff systems; arguments for free trade and protection; Canadian exchange rates.
9. The rise of the labour movement in Canada: American influences; Railway Brotherhoods; Trades and Labour Congress; the Canadian Congress of Labour; Canadian and Catholic Federation of Labour; labour leaders and programmes; labour problems--unemployment, accidents, sickness and old age.
10. Social security laws and labour legislation: federal laws--Industrial Disputes Act, old age pensions, pensions for the blind, unemployment insurance, family allowances; provincial laws--child labour, maximum hours, minimum wages, workmen's compensation, mothers' allowances; Fair Employment Practice.
11. Canadian Business Law: if pupils are not to be given the course usually assigned to those in the Business and Commerce Branch, the teacher may select topics from the course which seem most likely to be of vital importance to his pupils.

This unit of work cannot be unduly prolonged to the detriment of the rest of the course in Economics. A month to six weeks is suggested to provide an introduction to the subject.

SUGGESTED COURSES IN HISTORY AND CIVICS

Two-Year Programme

1. THE COURSES

If the programme is offered for one year only, the last eight units should be taken.

If the programme is offered for two years, the last eight units should be scheduled for the second year and a course for the first year be made from a selection from the first fifteen units.

As pupils in these classes have been promoted from Grade 8, there should be no question about the areas of study in History and Civics. It should be quite unnecessary to state the principle that work prescribed for elementary school grades must not be taken in secondary school. Past experience, however, seems to warrant the caution that teachers should not underestimate these pupils. Pupils who know that they have only a short time to spend in secondary school often have a maturity and fund of knowledge based upon the experience of the family that should entitle them to the best textbooks, courses and teachers that the school can provide. The unit on Elementary Economics seems to be justified.

2. THE TEXTBOOKS

The textbooks approved for Grades 9 and 10 which seem most likely to arouse interest and enlist co-operation should be selected. In addition to the textbook in his possession, the pupil should have access to all approved textbooks as well as to reference books.

Textbooks approved for Civics should be used for Topic 15. For Units 1, 2, 3 and 4, texts approved for Grade 11 may be used in sets or provided by other means. For Unit 16, texts approved for Grade 12 Economics may be provided as well as those for Grade 9 Business Practice which include chapters on Economics.

Books, such as those in the following series, are useful:

THEN AND THERE Series: Longmans, Green @ \$.55
THE YOUNG HISTORIAN Series: Weidenfeld and Nicolson
available from McClelland and Stewart Ltd. @ \$2.25
THE SPOTLIGHT ON CANADA Series: J. M. Dent & Sons (Canada).

3. CHARACTERISTICS

These courses must provide an immediate link with the adult world. Current Events must be a continuing interest, with Civics both as a formal study and as a running commentary. The greatest possible use should be made of newspapers and periodicals, picture collections, tape recordings, films, television, diagrams and maps. In certain parts of the course pupils must still be permitted to study history for its own sake. They should be given sufficient opportunities to consider conflicting points of view and differing interpretations of original sources

so that they may read with discernment and a critical approach. Civics and the Elements of Economics should help to provide reliable guide posts throughout the course in modern history. These pupils, at an early age, are going out into a difficult world complicated still further by "the struggle for men's minds".

4. UNITS OF STUDY

(1) Pre-Historic Man

Origins, characteristics, achievements
The Neolithic revolution
Surviving examples in Canada and elsewhere in the world.

(2) The Society of the Nile or Mesopotamia or the Indus
or the Yangtze Valley

(THE YOUNG HISTORIAN Series; THEN AND THERE Series; Grade 11 texts).

(3) The Athens of Pericles

Athens and Sparta
Democracy and tyranny
Cultural achievements of the most brilliant people in the world.
(Grade 11 texts; THE YOUNG HISTORIAN Series).

(4) Rome

Julius Caesar--one of the world's Great Men
Achievements of the Empire--law and order
Rome and the Romans
(THEN AND THERE Series; Grade 11 texts).

(5) People who came to the British Isles

Iberians, Celts, Romans, Vikings, Normans
(THEN AND THERE Series; THE YOUNG HISTORIAN Series; Grade 9 texts).

(6) Chaucer's England or (7) Mediaeval Trade

Canterbury Tales	The Fair
The wool trade	Trade and craft guilds
The Black Death	Hanseatic League
The Peasants' Revolt	The wool trade
	Cathedrals

(Many books available, in addition to Grade 9 texts)

(8) Elizabeth's England

English sea power; English trade, Shakespeare; Mary Queen of Scots and Elizabeth.

(9) The Stuarts

Union of the Crowns, Guy Fawkes, the King James version, the Civil War; Cromwell, the Restoration, Pepys.

(10) Economic and Social Revolutions (to the present)

The Industrial Revolutions: from open fields to the modern corporation farms of ten thousand acres

The Industrial Revolutions: from cottage industry system to modern problems of automation

The Transportation and Commercial Revolution: from roads to space travel; from fairs to world markets

The Social Revolution: from early reforms to the present-day problems.

(11) Aristocracy to Democracy

The Reform Bills, political parties, Parliament Act of 1911, Votes for Women, to present-day problems.

(12) The Second British Empire

Defeat of Napoleon, people who came to Canada, Australia, South Africa.

(13) The Great War of 1914-1918

(See the treatment in the new Grade 10 texts, such as DECISIVE DECADES and THE WINDS OF CHANGE).

(14) Canada between the Wars

Balfour Declaration, Statute of Westminster, Canada and the League, the Depression.

(15) Latin America

Early history and modern development.

These Units from 15 to 22 are essential

(16) Canadian Government To-Day (Civics)

Representative government (and theory of responsibility)

Conducting an election

The national government

The provincial government

The municipal government

Canadian system of law

The American federal government

(Use textbooks in Civics listed for Grade 10).

(17) The Canadian Economy (Elementary Economics)

Division of labour: territorial, occupational, industrial and assembly line

Business organization: single ownership, partnership, corporations, co-operatives; stocks and bonds.

Industries: primary, secondary; oil, pulp and paper, mining, agriculture, manufacturing, services

Trade unions and the labour movement

Trade and commerce: markets, banks, loan companies, trade patterns for Canada
Automation
Government enterprise and crown corporations
National income and taxation
Canadians as consumers and as savers: credit unions; co-operatives; loan companies
Distribution of income: rent, wages, capital, budgets
Capitalism and free enterprise.

(Use textbooks approved for Economics in Grade 12).

(18) The Soviet Union

Communist Manifesto; Russian Revolution; Lenin; Stalin; the Russian economy; the Russian empire.

(For this topic and those which follow use such Grade 10 texts as DECISIVE DECADES and THE WINDS OF CHANGE).

(19) Germany

Hitler; Europe in 1938; Munich; outbreak of war.

(20) Japan

East Asia in 1940; outbreak of war in Asia; Japan and her economic problems.

(21) World War II

(See Grade 10 textbooks).

(22) The Post-War World

A map of the modern world; the United Nations; Marshall Plan; Indian Independence; creation of West and East Germany; North Atlantic Treaty Organization; Israel; Communist China; Korean War; Nasser and the United Arab Republic; Cuban Revolution; the Congo; the Colombo Plan; international trade and world markets, with a study of the problems confronting Canada.

(23) Great Men and Women of Our Times

These biographies may be taken as a group or as the persons appear in the story.